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ABSTRACT

The Drug Free Schools and Communities Act (DFSCA) program exists in each of the 84 Jefferson Parish public schools and a portion of the parish's non-public schools. Direct services are offered to public school students at the school site as part of the school program. Special activities are planned for adults and community members. The evaluation of the DFSCA program focuses on the areas of staff, services, and materials. The evaluation design includes two components--an implementation study and an assessment of effectiveness. Implementation data were gathered to assess the type, frequency, and level of services, degree of experience of staff, depth and breadth of school level programs, the level of training/inservices provided, and the appropriateness of materials as related to program objectives. The level of effectiveness was measured by an analysis of monthly report data, an analysis of staff services as linked to the report data, surveys of students and parents participating respectively in the Camp Abbey retreat and the Family Awareness Night programs, and an analysis of suspension data related to substance abuse policy violations. Appendixes constituting the bulk of the document include an explanation of the intervention procedures used, a summary of monthly reports, participation survey results, Camp Abbey data, Family Awareness Night data, and copies of the study instruments. (ABL)

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End Of Year Report
Drug Free Schools and Communities Act
Jefferson Parish Public School System
501 Manhattan Blvd., Harvey, La. 70058

JUNE 22, 1990

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A. Preface

The DFSCA program for the JPPSS is designed to provide a comprehensive and developmental substance abuse prevention education program along with early intervention.

The staff includes a school team coordinator, four (4) school facilitators, a facilitator for at-risk students, and volunteer school level personnel, specifically school team chairs and support group facilitators. Assisting in the evaluation of the program are a program evaluator and the computer technology consultant. Supervising the district program is the director for Consolidated Educational Programs.

The DFSCA program exists in each of the 84 public schools and a portion of the parish's non-public schools. Direct services are offered to public school students at the school site as part of the school program. Special activities are planned for adults and community members.

B. Evaluation Design

The evaluation of the DFSCA program focuses on three areas referenced in the district plan. The areas are:

1. staff,
2. services, and
3. materials.

Consistent with the objectives of the project, the evaluation design includes two components:

1. an implementation study and
2. an assessment of effectiveness.

As the DFSCA program is one where some results may not be readily evident for several years, the primary evaluation method used was an implementation study. Implementation data were gathered to assess the following:

a. the type, frequency, and level of services,
b. the degree of experience of staff/participants as linked to level of participation,
c. the depth and breadth of school level programs across the school year,
d. the level of training/inservices provided, and
e. the appropriateness of materials as related to program objectives.

The level of effectiveness was measured by the following methods:

a. an analysis of the monthly report data,
b. an analysis of staff services as linked to school monthly report data,
c. a survey of the students participating in Camp Abbey (REACH team retreat),
d. a survey of parents attending the family awareness night programs, and
e. an analysis of the suspension data related to substance abuse policy violations.

Summary of Monthly Reports
Implementation Study Portion
DFSCA Evaluation

Analysis of Monthly Report Data

Purpose: To present descriptive data regarding activities and services.

Method: Implementation studies procedure was chosen as it allows for the assessment of a program with long-term project goals that may not be immediately measurable in terms of effectiveness and student impact.

Population

N = 84 public schools

83 (99%) schools submitted one or more monthly reports.
1 (1%) school did not submit any monthly reports.

Delimiters

The data cited in this report reflect only those entries recorded on the monthly report forms given to the DFSCA facilitators. The following factors should be considered when reviewing these data:

a. The purpose of the monthly report is to monitor the level of program implementation and the continuity of services. The data obtained from the monthly reports should not be studied in isolation. To measure the effectiveness of the program, one must also consider the information gathered by the facilitators via on-site visits, the perceptions of the people involved in the program, the suspension report, and the parent survey information.

b. Submission of a monthly report does not indicate that a drug free program is in place at the school nor does it mean that the program is operating effectively. All reports were entered into the computer file, even those with no entries, i.e., those showing zero in the columns for meetings, support group sessions, teacher inservices, etc. The content of the reports must be reviewed prior to any formal evaluation statement.

c. There is no standard implementation pattern for the drug free program at the school level. While certain program elements are common to the district design, the unique features of a school, such as the organizational level and the needs of the students, influence the implementation of the drug free program at the school site. Not all activities are appropriate for each school site and not all activities should be in place each month.

d. Personnel changes may create a disparity between the original program design at the school and the actual implementation.

e. The data from the monthly reports can be used as an element in the evaluation of the effectiveness of the administrative staffing design for the district and the overall district program. However, suspension data, state reports, non-public information, weekly reports from central office drug free facilitators, etc. should also be considered.

f. Monthly reporting dates were standardized using the last calendar date for each month. This facilitated sorting of data according to academic rather than calendar year.

g. Some school team chairs submitted one report for multiple months. Where data were specifically identified by date, entries were made in fields consistent with the month. When data were not linked to a specific month, data were entered according to the last month listed on the reporting form.

h. When an entry on a form showed a range of numbers, the median number was entered. For example, if a teacher reported an average of 6-8 students in a support group, the number 7 was entered into the support group field.

i. Some school team chairs recorded data in a form inconsistent with the questions, i.e., some people entered narrative data, meeting notes, etc. To the degree possible, data were extracted and placed in appropriate fields.

Definition of Terms

School Team Chair: The school based person who acts as liasion between the Drug Free staff and school personnel.

Support Group: A group of individuals who provide a confidential setting where students may express their concerns. These groups are led by a facilitator.

SAPE Team: A group of school based professionals who screen referrals and make recommendations regarding interventions. See Attachment A: SAPE intervention process.

Staffing/Services Data

83 schools submitted at least one monthly report
1 school did not submit any monthly reports

89 adults served as School Team Chairs (STC)
54 of the STCs also facilitated support groups

210 Support Group Facilitators (not counselors, etc.)
36 Support Group Facilitators (counselors, REACH etc.)
246 Total number of support group facilitators

340 Support Groups facilitated by teachers (not counselors)
36 Support Groups facilitated by counselors, REACH, etc.
376 Total number of support groups (1989-90)

2620 Students serviced through teacher support groups
513 Students serviced through counselor support groups
3133 Total number of students serviced via support groups

Part 1 - Monthly Report

See attachments B, C, D, and E for samples of monthly report forms.

School Team Chairs

83 schools reporting
1 school not reporting

89 Total number of STCs (1989-90)
77 (93%) schools with one school team chair for 89-90
6 (7%) schools with more than one STC for the year

The drug free program consists of multiple services and activities designed to meet the needs of the students. One important component of the program is the school based SAPE team. Teachers and staff members may refer a student to the team should the teacher perceive a potential problem for the student in the area of substance abuse. The referral information is reviewed by the team and recommendations for interventions are made, if appropriate.

Of the 83 schools submitting data, 73 (88%) reported multiple SAPE meetings during the 1989-90 school year. Three (3) schools reported no SAPE meetings for the 89-90 school year and seven (7) schools reported only one meeting.

Part 2 - Monthly Report

The continuity of the program across the school year is an important aspect of the drug free program. The effectiveness of the services to students is directly linked to a broad based, sustained program. The first measure of effectiveness is the evaluation of the kind and frequency of services across the school year. The criteria used to assess level of services at each school site were: frequency and scope of program activities throughout the year, number of support groups in place, number of direct contact hours with students, the number of SAPE meetings, and the level of teacher/parent involvement. The descriptive data from the monthly reports show that thirty-six (43%) schools documented an active drug free program that provided a consistent level of services throughout the school year.

One method of providing direct services to students is through the support group model. Students meet with school based professionals in a confidential setting to discuss student concerns or needs. These groups may be facilitated by teachers, school counselors, or other students (ex. REACH team members). A review of the support group data section of the monthly report showed that ten (8%) of the 83 schools did not record support group meetings during the 1989-90 school year. The remaining 73 schools reported support groups facilitated by teachers, counselors, or both.

It should be noted that the availability of support group services varied significantly. Some schools did not start services until second semester. A review of the individual reports will document the availability and consistency of services at each reporting school.

Part 3 - Monthly Report

A review of the parent/teacher activity section of the monthly report showed that thirteen (16%) of the 83 reporting schools did not record any parent or teacher activities. Seven (8%) of the schools reported one specific activity, the August pre-school Project Charlie inservice. Twelve (14%) other schools reported only one teacher or parent activity during the school year. This means that 32 (38%) of the schools reported no more than one teacher/parent activity for the school year.

Attachment A

SAPE Intervention Process

SAPE' Intervention Process

STUDENT BEHAVIOR (breaking rules, grades falling, mood swings, etc.)
↓
TEACHER OBSERVATION (may be administrator, counselor, team member)
↓
BEHAVIOR FORMS - TEACHERS SIGNATURE NOT NECESSARY (may be from SAPE' team; use initial referral form)
↓
S.A.P.E. TEAM (staffing initial referral; make decision as to whether or not a follow-up is in order; team members prepare to send follow-up form to each teacher of student in question)
↓
TEAM/TEACHER CONSULTATION (behavioral profile sheet sent to teacher of student; completion of sheet and anecdotal information requested sheets returned to SAPE' team contact person)
↓
TEAM CONFERENCE/PLAN OF ACTION (staffing input of all teachers; attempts to determine action appropriate---see options below)

Conference with parent to discuss behaviors documented by teachers.

a. Team members contacts parent to schedule time to discuss problems that concern school behavior and/or achievement.
b. Time of parent conference communicated to team members who will sit in and share information. It is suggested that at least 3 people sit in on each conference.
c. Specific information/data shared with parent. Concern about possible substance usage suggested. Reading material and other options discussed.

Conference with student to discuss behaviors and to recommend (and insist on) certain changes.

a. If parent conference cannot be arranged, or if parent conference yields no change in student's behavior, call in student for counseling.
b. Counselor and maybe one or two additional team personnel share specific behaviors that concern them, how these behaviors are affecting student, and what will be the consequences if these persist. Tone of intervention is more of concern for health than of punishment.
c. Plan of action worked out with student. Make agreements as to what changes are in order, what will happen if agreement is broken, what will be rewards if agreement is kept.
d. Recommend Awareness Group, Rap Session, or Support Group participation if such options exist in your school.

If neither conference produces desired changes in student's behavior, allow school policies to run their course---failing grades, discipline consequences, etc.

Attachment B

Monthly Report Printouts, Part 1

6/26/90

END OF YEAR REPORT
MONTHLY SUMMARY
PART 1

School	Month	Sch. Team Chair	SAPE meet	Ref/SAPE	Inter/par	Conf/stu	Ref/agencies	Ref/SAT	Policy viol	# SG
School A	10/31/89	Teacher 1	2	14		4	2	1	5	3
School A	11/30/89	Teacher 1	1	1		3				3
School A	12/31/89	Teacher 1								2
School A	1/31/90	Teacher 1		2		1			1	3
School A	2/28/90	Teacher 1		1	1	3	1			3
School A	3/31/90	Teacher 1		4	1	4				4
School A	4/30/90	Teacher 1		3	1	3	1		1	4
School A	5/31/90	Teacher 1				2		2		4

School	Month	Sch. Team Chair	SAPE meet	Ref/SAPE	Inter/par	Conf/stu	Ref/agencies	Ref/SAT	Policy viol	# SS
School B	9/30/89	Teacher 2	1	10	3	3	3		1	11
School B	10/31/89	Teacher 2	1	6	5	5	5		5	11
School B	11/30/89	Teacher 2	1	1					5	10
School B	12/31/89	Teacher 2	2	2					1	10
School B	1/30/90	Teacher 2		2						10
School B	2/28/90	Teacher 2		1					1	
School B	3/31/90	Teacher 2	1	2		2				10
School B	4/30/90	Teacher 2				1				10
School B	5/31/90	Teacher 2	1			1	1		1	10

School	Month	Sch. Team Chair	SAPE meet	Ref/SAPE	Inter/par	Conf/stu	Ref/agencies	Ref/SAT	Policy viol	# SG
School C	9/30/89	Teacher 3	1	2						
School C	10/31/89	Teacher 3	1	4		4				
School C	11/30/89	Teacher 3	1	3		6				
School C	12/31/89	Teacher 3	1	2		13				
School C	1/31/90	Teacher 3	1	4		8				
School C	2/28/90	Teacher 3	1	3		6				1
School C	3/31/90	Teacher 3	1	2		3				1
School C	4/01/90	Teacher 3	1	2		6				1
School C	5/31/90	Teacher 3	1	5		7				1

END OF YEAR REPORT
MONTHLY SUMMARY
PART 1

School	Month	Sch. Team Chair	SAPE meet	Ref/SAPE	Inter/par	Conf/stu	Ref/agencies	Ref/SAT	Policy viol	# SG
School D	9/30/89	Teacher 4	2							
School D	10/31/89	Teacher 4	2							3
School D	11/30/89	Teacher 4	2							3
School D	12/31/89	Teacher 4	1							3
School D	1/31/90	Teacher 4	2			2				5
School D	2/28/90	Teacher 4	3	1	1					6
School D	3/31/90	Teacher 4	2	2						6
School D	4/30/90	Teacher 4	2							6
School D	5/31/90	Teacher 4	2			2				6

School	Month	Sch. Team Chair	SAPE meet	Ref/SAPE	Inter/par	Conf/stu	Ref/agencies	Ref/SAT	Policy viol	# SB
School E	9/30/89	Teacher 5	2							4
School E	10/31/89	Teacher 5	3			10				4
School E	11/30/89	Teacher 5	1			10				4
School E	12/31/89	Teacher 5	1	3	1					5
School E	1/30/90	Teacher 5	2	2						5
School E	1/31/90	Teacher 5	1	1		7				6
School E	2/28/90	Teacher 5	2							5
School E	3/31/90	Teacher 5	2		1	1				5
School E	4/30/90	Teacher 5	1	2	1	2	2	2	2	1
School E	5/31/90	Teacher 5				1	1			1

Attachment C

Monthly Report Printouts, Part 2

END OF YEAR REPORT
MONTHLY REPORT
PART 2

School	Month	Support Group	Facilitator	Time	# stu	DAware act.	Grade	# stud
School A	10/31/89					Distribution: Bookmarks	6,7,8	386
School A	10/31/89					Red Ribbon activity/day	6,7,8	850
School A	10/31/89	After Care	Teacher 2	12:45	7	Speaker: ENCARE nurses	7,8	600
School A	10/31/89	Dep Child	Teacher 3	7:45	6	Film: Drunk and Deadly	6,7	450
School A	10/31/89	Mixed grp	Teacher 1	1:15	5	Red Ribbon activity	6,7,8	974
School A	11/30/89	After Care	Teacher 2	11:45 W	6			
School A	11/30/89	Dep Child	Teacher 1	1:15 F	5			
School A	12/31/89	Dep Child	Teacher 1	1:15 F	5			
School A	1/31/90	After Care	Teacher 2	11:45	6			
School A	1/31/90	Concern Pr	Teacher 1	1:15 F	5			
School A	1/31/90	Dep Child	Teacher 3	10:45 M	7			
School A	2/28/90	After Care	Teacher 2	11:45 W	8			
School A	2/28/90	Concern Pr	Teacher 1	1:15 F	6			
School A	2/28/90	Concern Pr	Teacher 3	10:45 M	7			
School A	3/31/90	After Care	Teacher 1	1:15 F	8	Film: Kiwanis/Boy Scouts	7,8	630
School A	3/31/90	After Care	Teacher 2	1:15 W	6	Assembly: Kiwanis/BScouts	7,8	630
School A	3/31/90	After Care	Teacher 3	10:45 M	7	Speaker: US Attorney's Off.	7,8	630
School A	3/31/90	After Care	Teacher 4	12:15 Th	6			
School A	4/30/90	After Care	Teacher 2	11:45 W	6	Films	7,8	600
School A	4/30/90	Concern Pr	Teacher 1	1:15 F	5			
School A	4/30/90	Concern Pr	Teacher 3	10:45 M	4			
School A	4/30/90	Mixed	Teacher 4	12:15 Th	5			
School A	5/31/90	After Care	Teacher 2	11:45 W	5	Film: Drug Knot	7,8	630
School A	5/31/90	Concern Pr	Teacher 1	1:15 F	5			
School A	5/31/90	Concern Pr	Teacher 3	10:45 M	4			
School A	5/31/90	Concern Pr	Teacher 4	12"15 Th	5			

School	Month	Support Group	Facilitator	Time	# stu	DAware act.	Grade	# stud
School B	9/30/89	After Care	Teacher 5	12:35	6			
School B	9/30/89	Awareness	Teacher 6	Th-L	8			
School B	9/30/89	Family Awa	Teacher 7	Th-wkly	8			
School B	9/30/89	Family Awa	Teacher 8	1:35	9			
School B	9/30/89	General	Teacher 10	W-HR	7			
School B	9/30/89	General	Teacher 9	W-L	5			
School B	9/30/89	Teen Preg	Teacher 11	Th-L	7			
School B	9/30/89	Teen Preg	Teacher 12	W-HR	5			
School B	9/30/89	Teen Preg	Teacher 13	Th-L	8			
School B	10/31/89	After Care	Teacher 5	12:35	6			
School B	10/31/89	Awareness	Teacher 6	Th-L	8			
School B	10/31/89	Family Awa	Teacher 7	Th-wkly	8			
School B	10/31/89	Family Awa	Teacher 8	1:35	9			
School B	10/31/89	General	Teacher 10	W-HR	7			
School B	10/31/89	General	Teacher 9	W-L-2nd	5			
School B	10/31/89	Teen Preg	Teacher 11	Th-wkly	8			
School B	10/31/89	Teen Preg	Teacher 12	W-HR	5			
School B	10/31/89	Teen Preg	Teacher 13	Th-L	8			
School B	11/30/89	After Care	Teacher 5	12:35	6	Speaker: Justice Dept.	9-12	2300
School B	11/30/89	Awareness	Teacher 6	1:35	8			
School B	11/30/89	Family Awa	Teacher 7	Th-wkly	8			
School B	11/30/89	Family Awa	Teacher 8	1:35	9			
School B	11/30/89	General	Teacher 10	W-HR	7			
School B	11/30/89	General	Teacher 9	W-L-2nd	5			
School B	11/30/89	Teen Preg	Teacher 11	Th-L	7			
School B	11/30/89	Teen Preg	Teacher 12	W-HR	5			
School B	11/30/89	Teen Preg	Teacher 13	Th-L	8			
School B	12/31/89	After Care	Teacher 5	12:35	6	Speaker	9-12	500
School B	12/31/89	Awareness	Teacher 6	Th-L	8			
School B	12/31/89	Family Awa	Teacher 7	Th-wkly	8			
School B	12/31/89	Family Awa	Teacher 8	1:35	9			
School B	12/31/89	General	Teacher 10	W-HR	7			
School B	12/31/89	General	Teacher 9	W-L-2nd	5			
School B	12/31/89	Teen Preg	Teacher 11	Th-wkly	7			
School B	12/31/89	Teen Preg	Teacher 12	W-HR	5			
School B	12/31/89	Teen Preg	Teacher 13	Th-L	8			
School B	1/31/90					Speaker: Nellie Santos	9-12	2645
School B	1/31/90	After Care	Teacher 5	12:35	6	Speaker: Harold Keller	9-12	2645
School B	1/31/90	Awareness	Teacher 6	Th-L	8			
School B	1/31/90	Family Awa	Teacher 7	weekly	8			
School B	1/31/90	Family Awa	Teacher 8	1:35	9			
School B	1/31/90	General	Teacher 10	W-HR	7	Speaker: Harold Keller	9-12	2645
School B	1/31/90	General	Teacher 9	W-L	5	Speaker: Dr.Bryant/Mary Kay	9-12	2645
School B	1/31/90	Teen Preg	Teacher 11	Th-L	7			
School B	1/31/90	Teen Preg	Teacher 12	W-HR	5	Video: /cicaube	9-12	2645
School B	1/31/90	Teen Preg	Teacher 13	Th-L	8	Speaker: Nancy Kay/St. Jude	9-12	2645
School B	2/28/90					Speaker: LSU Med/Smoking		150
School B	3/31/90	After Care	Teacher 5	12:35	6			
School B	3/31/90	Awareness	Teacher 6	Th-L	8			
School B	3/31/90	Family Awa	Teacher 7	weekly	8			
School B	3/31/90	Family Awa	Teacher 8	1:35	9			
School B	3/31/90	General	Teacher 10	W-HR	7			

END OF YEAR REPORT
MONTHLY REPORT
PART 2

School	Month	Support Group	Facilitator	Time	# stu	DAware act.	Grade	# stud
School B	3/31/90	General	Teacher 14		1			
School B	3/31/90	General	Teacher 9	W-L	5			
School B	3/31/90	Teen Preg	Teacher 11	Th-L	7			
School B	3/31/90	Teen Preg	Teacher 12	W-HR	5			
School B	3/31/90	Teen Preg	Teacher 13	Th-L	9			
School B	4/30/90	General	Teacher 10	W-HR	7			
School B	4/30/90	General	Teacher 9	W-L-2nd	6			
School B	4/30/90	Teen Preg	Teacher 12	W-HR	5			
School B	4/30/90	Teen Preg	Teacher 13	Th-L	9			
School B	5/31/90	After Care	Teacher 5	12:35	6			
School B	5/31/90	Awareness	Teacher 6	Th-L	8			
School B	5/31/90	Family Awa	Teacher 7	Th	8			
School B	5/31/90	Family Awa	Teacher 8	1:35	9			
School B	5/31/90	Teen Preg	Teacher 11	Th-L	7			

School	Month	Support Group	Facilitator	Time	# stu	DAware act.	Grade	# stud
School C	9/30/89					Drug Knot/4 C's/Cast surv	5	25
School C	9/30/89					Video: Drug Knot	4	80
School C	9/30/89					Video: I am special	1	125
School C	9/30/89					Video: I am special	K	75
School C	9/30/89					We belong/Letting off steam	3	110
School C	10/31/89					Lesson 11: Smoking	4	99
School C	10/31/89					Lesson 1: Belonging	2,3	138
School C	10/31/89					Lesson 1: Changing feelings	5	78
School C	10/31/89					Lesson 2: Feelings OK	K-1	106
School C	10/31/89					Lesson 2: Moods	2,3	138
School C	10/31/89					Lesson 2: Self-acceptance	4	99
School C	10/31/89					Lesson 3: Negative feelings	K-1	162
School C	10/31/89					Lesson 3: Seeking Help	3	120
School C	10/31/89					Lesson 4: Making Choices	3	60
School C	10/31/89					Lesson 4: Reaching out	K-1	110
School C	10/31/89					Lesson 5: Help	1	56
School C	10/31/89					Lesson 9: Alcohol	5	78
School C	10/31/89					Speaker: CADA	K-5	450
School C	11/30/89					Filmstrip: Alcohol	4	32
School C	11/30/89					Filmstrip: Explore Feelings	5	50
School C	11/30/89					Filmstrip: Self-esteem	4	64
School C	11/30/89					Filmstrip: Tobacco	5	50
School C	11/30/89					Lesson 3: Seeking Help	2	40
School C	11/30/89					Lesson 4: Reaching Out	K	46
School C	11/30/89					Lesson 5: Help	K	46
School C	11/30/89					Lesson 5: Peer Influences	3	60
School C	11/30/89					Lesson 6: Think before act	K-1	69
School C	11/30/89					Lesson 7: Setting Limits	K	23
School C	11/30/89					Lesson 8: Being Responsible	K	23
School C	12/31/89					Advertising	3	60
School C	12/31/89					Feeling Good	2-3	75
School C	12/31/89					Film: Desperate Lives	5	75
School C	12/31/89					Film: Explore feelings 1&2	4	99
School C	12/31/89					Film: Self-Esteem 1&2	4-5	120
School C	12/31/89					Filmstrip: Drug Trap	4-5	110
School C	12/31/89					Filmstrip: Marijuana	5	50
School C	12/31/89					Healthy Hab/Safe&UnsafSubs.	K	24
School C	12/31/89					Help	K-1	48
School C	12/31/89					Making Choices	2-3	75
School C	12/31/89					Medicines	3	60
School C	12/31/89					Need for Rules	3	60
School C	12/31/89					Peer Influences	2-3	95
School C	12/31/89					Seeking Help	2	22
School C	12/31/89					Setting Limits	K-1	96
School C	12/31/89					Think Before Acting	K	44
School C	12/31/89					Video: Being Responsible	K-1	48
School C	1/31/90					Film: Alcohol/Accepted Drug	5	54
School C	1/31/90					Film: Desperate Exit 1/2	5	54
School C	1/31/90					Film: Exploring Feelings	5	26
School C	1/31/90					Film: Liking Me Parts 1/2	4	30
School C	1/31/90					Film: Play It Smart	K	24
School C	1/31/90					Film: Sarah T.	5	80

School	Month	Support Group	Facilitator	Time	# stu	DAware act.	Grade	# stud
School C	1/31/90					Film: Self-esteem part 2	5	26
School C	1/31/90					Film: Squeege learns drgs	K-2	89
School C	1/31/90					Film: Tobacco/Habit	4	30
School C	1/31/90					Jr.League Lesson 1	5	26
School C	1/31/90					Lesson 6: Feeling Good	2	22
School C	1/31/90					Lesson 6: Think Before Act.	1	26
School C	1/31/90					Lesson 7: Need For Rules	2	44
School C	1/31/90					Lesson 8: Advertising	2	22
School C	1/31/90					Lesson 8: Being Respons.	K,1	48
School C	1/31/90					Lesson 9: Healthy Habits	K,1	100
School C	1/31/90					Lesson 9: Safety Rules	3	30
School C	2/28/90					A Desperate Exit Part 1		25
School C	2/28/90					A Look at what drugs can do	5	80
School C	2/28/90					Jr. League Lessons 2,3,4	5	
School C	2/28/90					Lesson 10: Medicines	2	20
School C	2/28/90					Lesson 11: Cigarettes	3	30
School C	2/28/90					Lesson 11: Coping w/Stress		
School C	2/28/90					Lesson 5: Peer Influences	2	20
School C	2/28/90					Lesson 6: Feeling Good	3	60
School C	2/28/90					Lesson 7: Need for Rules	2	20
School C	2/28/90					Lesson 9: Safety rules	2	50
School C	2/28/90					Lessons 7,8, and 9	1	26
School C	2/28/90					Liking Me Parts 1 & 20	3	60
School C	2/28/90					Marijuana	5	29
School C	2/28/90					Play it smart w/drugs	K	48
School C	2/28/90					Squeege learns about drugs	1	26
School C	2/28/90					Tobacco	4,5	95
School C	2/28/90					Video: Sarah, Part 1	4	62
School C	2/28/90					Video: Sarah, Part 2	4,5	160
School C	2/28/90	Concern Pr	Teacher 15	8:40 M	6	Lesson 10: Safe/Unsafe	K,1	106
School C	3/31/90					Jr. League Lessons 1,2,3,4	5	33
School C	3/31/90					Lesson 10: Medicines	2	22
School C	3/31/90					Lesson 11: Cigarettes	3	30
School C	3/31/90					Lesson 12: Alcohol is drug	2,3	52
School C	3/31/90					Lesson 6: Feeling Good	2	22
School C	3/31/90					Lesson 7: Need for rules	3	60
School C	3/31/90					Lesson 8: Advertising	2	44
School C	3/31/90					Lesson 9: Safety Rules	2	22
School C	3/31/90	Concern Pr	Teacher 15	8:40 M	7	Squeegee learns about drugs	1	54
School C	4/30/90					Jr. League Lessons 1,2	5	28
School C	4/30/90	Concern Pr	Teacher 15	8:40 M	7	Lesson 8: Advertising	3	60
School C	5/31/90					I Can Say No	K-5	525
School C	5/31/90					Refusal Skills	2-5	375
School C	5/31/90	Concern Pr	Teacher 15	8:40 M	7	Jr. League Lessons 3,4	5	30

School	Month	Support Group	Facilitator	Time	# stu	DAware act.	Grade	# stud
School D	9/30/89					A Day with Bill Cosby	5,6	172
School D	9/30/89					President's speech	K-6	686
School D	9/30/89					Project Charlie	K-6	686
School D	9/30/89					Video: I am special.	K-1	176
School D	10/31/89					"Saying no to danger"	K-2	150
School D	10/31/89					Video: Tillie the Hippo	K-2	150
School D	10/31/89	Concern Pr	Teacher 16	8:30	6	Speaker: Demetrius Colar	5,6	175
School D	10/31/89	Concern Pr	Teacher 17	11:30	3	Video: Dr. Cooper	K-3	281
School D	10/31/89	Self-Estem	Teacher 18	9:30	3	Video: Perfect Person	3-6	384
School D	11/30/89					MADD "Tie one on"	K-6	680
School D	11/30/89	Concern Pr	Teacher 16	8:30	6	Video: Cat who drank	K-2	187
School D	11/30/89	Concern Pr	Teacher 17	11:30	3	Video: Dr. Cooper	K-2	187
School D	11/30/89	Self-Estem	Teacher 18	9:30	3	Speaker: CADA	1-6	497
School D	12/31/89					Measure Up	K-6	680
School D	12/31/89					Project Charlie	K-6	680
School D	12/31/89	Concern Pr	Teacher 16	8:30	6	Film: The Turn Around	4	115
School D	12/31/89	Concern Pr	Teacher 17	11:30	3	Film: Just Say No Skits	K,2,4	164
School D	12/31/89	Self-Estem	Teacher 18	9:30	3	Film: Norbert Ril's Garden	K,2,4	680
School D	1/31/90	Concern Pr	Teacher 16	8:30	4	Project Charlie	K-6	680
School D	1/31/90	Concern Pr	Teacher 17	11:30	3	Film: The Best You Possible	3-6	253
School D	1/31/90	Concern Pr	Teacher 20	2:00	6	Film: How Do You Tell	1-6	389
School D	1/31/90	Self-Estem	Teacher 18	9:30	3	Film: Rules for Gorillas	1,2	136
School D	1/31/90	Self-Estem	Teacher 19	8:00	1			
School D	2/28/90					Balloon Send Off	K-6	680
School D	2/28/90					Costume Day	K-6	680
School D	2/28/90					Pledge: Just Say No	K-6	680
School D	2/28/90					Rally: Saints cheerleaders	K-6	680
School D	2/28/90	Concern Pr	Teacher 16	8:30	5	Project Charlie	K-6	680
School D	2/28/90	Concern Pr	Teacher 17	11:30	3	Film: Where is Shelly?	2	97
School D	2/28/90	Concern Pr	Teacher 20	2:00	6	Speaker: Sheriff's Office	K-6	680
School D	2/28/90	Self-Estem	Teacher 18	9:30	3	Speaker: Rev. J. Autry	K-6	680
School D	2/28/90	Self-Estem	Teacher 19	2:00	1	REACH Team	5-6	192
School D	2/28/90	Self-Estem	Teacher 21	8:00	1	Play/Skit	2,4	203
School D	3/31/90	Concern Pr	Teacher 16	8:30	5	Project Charlie	K-6	680
School D	3/31/90	Concern Pr	Teacher 17	11:30	2	Video: Waggaman	6	18
School D	3/31/90	Concern Pr	Teacher 20	2:00	5	Video: Rillieux 4th Grade	1	63
School D	3/31/90	Self-Estem	Teacher 18	9:30	5	Video: Rillieux 2nd Grade	1	63
School D	3/31/90	Self-Estem	Teacher 19	8:00	3	Video: Lean on Me	4-6	286
School D	3/31/90	Self-Estem	Teacher 21	8:00	2			
School D	4/30/90	Concern Pr	Teacher 20	2:00	5	Video: Sarah	5,6	192
School D	4/30/90	Concern pr	Teacher 16	8:30	5	Project Charlie	K-6	662
School D	4/30/90	Concern pr	Teacher 17	11:30	3	Film: Mo More Special Me	K-6	662
School D	4/30/90	Self-Estem	Teacher 18	9:30	5	Film: How to be drug free	5,6	192
School D	4/30/90	Self-Estem	Teacher 19	8:00	3	Home Show Special	4	75
School D	4/30/90	Self-Estem	Teacher 21	8:00	2	Film: All Star Cartoon	K-6	662
School D	5/31/90	Concern Pr	Teacher 16	8:30	5	Project Charlie	K-6	662
School D	5/31/90	Concern Pr	Teacher 17	11:30	3	Speaker: WJ Hospital	K-6	662
School D	5/31/90	Concern Pr	Teacher 20	2:00	5	Video: BR rally	K-6	662
School D	5/31/90	Self-Estem	Teacher 18	9:30	5	Just Say No Rul	K-6	188
School D	5/31/90	Self-Estem	Teacher 19	8:00	3	Speaker: River Oaks	1	88
School D	5/31/90	Self-Estem	Teacher 21	8:00	1	Clickers Team		399

School	Month	Support Group	Facilitator	Time	# stu	DAware act.	Grade	# stud
School E	9/30/89					Project Charlie	4,5	42
School E	10/31/89					Assembly: SAPE	SE	
School E	10/31/89					Red Ribbon activity/lunch		0
School E	10/31/89	Awareness	Teacher 22	10:45	6	Speaker	SE	
School E	10/31/89	Awareness	Teacher 22	9:00 T	0	Balloon Launch	SE	
School E	10/31/89	Concern Pr	Teacher 22	1:30	6	Contest: poster	SE	
School E	10/31/89	Concern Pr	Teacher 23	10:45 W	7	Red Ribbon activity/communi		0
School E	11/30/89	Awareness	Teacher 22	10:45	5			
School E	11/30/89	Awareness	Teacher 22	9:00 T	0			
School E	11/30/89	Concern Pr	Teacher 22	1:30	6			
School E	11/30/89	Concern Pr	Teacher 23	10:45 W	7			
School E	12/31/89	Awareness	Teacher 23	10:45 W	5			
School E	12/31/89	Awareness	Teacher 23	9:00 T	3			
School E	12/31/89	Concern Pr	Teacher 22	10:15 Th	6			
School E	12/31/89	Concern Pr	Teacher 23	1:20 F	6			
School E	1/31/90					Videos (3)	1-6	47
School E	1/31/90	Awareness	Teacher 22	10:45 W	6			
School E	1/31/90	Awareness	Teacher 23	10:45 W	7			
School E	1/31/90	Awareness	Teacher 23	9:00 T	3	Family Awareness Night		
School E	1/31/90	Awareness	Teacher 23	9:00 T	4			
School E	1/31/90	Concern Pr	Teacher 22	10:45 Th	8			
School E	1/31/90	Concern Pr	Teacher 22	T	6	Films	1-6	40
School E	1/31/90	Concern Pr	Teacher 23	Th	6			
School E	2/28/90	Awareness	Teacher 22	10:45 W	6			
School E	2/28/90	Awareness	Teacher 22	9:00 T	3			
School E	2/28/90	Concern Pr	Teacher 22	10:45 Th	8			
School E	3/31/90					Videos		
School E	3/31/90	Awareness	Teacher 22	9:00 Th	3			
School E	3/31/90	Concern Pr	Teacher 23	Th	6	Videos	1-6	47
School E	4/30/90	Awareness	Teacher 23	9:00 T	5			
School E	5/31/90	Awareness	Teacher 23	9:00 T	6			

Attachment D

Monthly Report Printouts, Part 3

School	Month	Activities	Date	# of part.
School A	10/31/89			
School A	11/30/89	Displays: school		
School A	12/31/89			
School A	1/31/90			
School A	2/28/90			
School A	3/31/90			
School A	4/30/90			
School A	5/31/90			

School	Month	Activities	Date	# of part.
School B	9/30/89			
School B	10/31/89			
School B	11/30/89			
School B	12/31/89			
School B	1/31/90			
School B	2/28/90	LSU Medical School-Smoking	2/06/90	150
School B	3/31/90			
School B	4/30/90			
School B	5/31/90			

School	Month	Activities	Date	# of part.
School C	9/30/89	Teachers-Meeting, STC and SAPE	8/22/89	
School C	9/30/89	Teachers-Speaker: Greenway	8/21/89	
School C	10/31/89			
School C	11/30/89			
School C	12/31/89			
School C	1/31/90			
School C	2/28/90			
School C	3/31/90			
School C	4/30/90			
School C	5/31/90			

School	Month	Activities	Date	# of part.
School D	9/30/89			
School D	10/31/89	Teachers-Speaker re: Proj Charlie	10/23/89	10
School D	11/30/89	MADD "Tie one on"	11/17/89	50
School D	11/30/89	Teachers-Meeting re: Codependency	11/07/89	50
School D	12/31/89	Teachers-Speaker	12/06/89	50
School D	12/31/89	Teachers-Speaker: Measure Up	12/08/89	50
School D	1/31/90	Teachers-Project Charlie Meeting	1/24/90	5
School D	1/31/90	Teachers-Project Charlie Meeting	1/25/90	10
School D	1/31/90	Teachers-Speaker/Rapid Eye Test	1/18/90	
School D	2/28/90	Parents-Meeting with National Comm.	2/20/90	38
School D	2/28/90	Teachers-Breakfast/National Comm.	2/21/90	22
School D	2/28/90	Teachers-Dinner/National Comm.	2/20/90	52
School D	2/28/90	Teachers-Visit by National Comm.	2/21/90	60
School D	3/31/90	Teachers-Speaker re: Warning Signs	3/07/90	50
School D	3/31/90	Teachers-Speaker: River Oaks	3/14/90	2
School D	4/30/90	Distribution: Flyer Essay contest		662
School D	4/30/90	Distribution: Flyer McGruff		662
School D	4/30/90	Distribution: Flyer National Crime		50
School D	4/30/90	Teachers-Speaker: Adol Drug Culture	4/04/90	50
School D	4/30/90	Teachers-meeting/River Oaks		1
School D	5/31/90	Teachers-Inservice	5/02/90	50
School D	5/31/90	Teachers-Speaker: River Oaks		11

School	Month	Activities	Date	# of part.
School E	9/30/89			
School E	10/31/89			
School E	11/30/89			
School E	12/31/89			
School E	1/31/90			
School E	2/28/90			
School E	3/31/90			
School E	4/30/90			
School E	5/31/90			

Attachment E

Copy of Monthly Report Form

DRUG FREE SCHOOLS AND COMMUNITIES ACT

Monthly Report Form

School:_____ Month:_____

School Team Chair:_____

_____ Number of SAPE' Team meetings held. Attach meeting minutes indicating dates, times, and names of SAPE' Team members present and absent.

_____ Number of referrals to SAPE' Team.

_____ Number of Interventions held with parents.

_____ Number of Conferences held with students.

_____ Number of references made to community agencies/chemical dependency hospitals.

_____ Number of referrals to Student Assistance Team.

_____ Number of Substance Abuse Policy violations.

_____ Number of Support Groups. List type, facilitator, meeting time, and number of students participating.

Support Group	Facilitator	Meeting Time	# of students

_____ Number of Drug Awareness activities. List activity, grade level, and number of students impacted.

Activity	Grade Level	# of students

If your school has held any additional substance abuse activities for parents or teachers, please list the activity, date, and number of participants.

_____

_____

Principal's Signature

Attachment F

Speakers

Speakers

Speaker: A J Talmo
Speaker: AIDS
Speaker: Alateen
Speaker: Asst. DA, Zeno
Speaker: Bernard
Speaker: Broussard
Speaker: CADA
Speaker: Coliseum House
Speaker: Councilman McCarth
Speaker: Covenant House
Speaker: Customs Agent
Speaker: Customs Agent/dog
Speaker: Daryl Bruno
Speaker: David Atkins
Speaker: Demetre Blutcher
Speaker: Demetrius Colar
Speaker: Deputy Urrata
Speaker: Diane Evans
Speaker: Dr. Ken Roy
Speaker: Dr. Van Geffen
Speaker: Dr.Bryant/Mary Kay
Speaker: EJ Hospital/Psych
Speaker: ENCARE nurses
Speaker: Eric Barrileaux
Speaker: Fox McKeithen
Speaker: Fr. Bancree
Speaker: Gretna Police
Speaker: H. Manheimer
Speaker: HPD
Speaker: Harold Keller
Speaker: Harry Lee
Speaker: Holly Leneppe
Speaker: JPSO K-9
Speaker: Jacob Aranga
Speaker: JoJo the Clown
Speaker: Joe Lauer
Speaker: John Fourcade
Speaker: Judge Fitchue
Speaker: Judge Keller
Speaker: Junior League
Speaker: Justice Dept.
Speaker: Juvenile Correct.
Speaker: KPD
Speaker: LSU Med School
Speaker: Lee
Speaker: Lincoln Career
Speaker: Lonzel Hill
Speaker: MADD
Speaker: Marguite Bryant
Speaker: Methodist Hospital
Speaker: Mike Yenni
Speaker: Mimi Leeds

Speakers

Speaker: Monica Eschete
Speaker: Mr. Phil
Speaker: NFL
Speaker: Nellie Santos
Speaker: New Beginnings
Speaker: Ochsner nurses
Speaker: Odyssey House
Speaker: Pat Swelling
Speaker: Peter Bassil
Speaker: Project SHIELD
Speaker: R. Angelico
Speaker: Rev. J. Autry
Speaker: Ricky Jackson
Speaker: River Oaks
Speaker: River Oaks, Burka
Speaker: River Oaks, Licata
Speaker: River Region Hosp
Speaker: Riverbend Hosp
Speaker: Ross/Teenage Preg.
Speaker: S. Scofield
Speaker: Sgt. Anderson (JP)
Speaker: Sgt. Knudsen
Speaker: Sheila Roth
Speaker: St. Jude
Speaker: St. Jude/Nancy Kay
Speaker: Steve Morgan
Speaker: SuSu Kearny
Speaker: Suicide
Speaker: Terry McCarthy
Speaker: US Attorney's Off
Speaker: US DA's office
Speaker: US Navy
Speaker: US Navy/Cmdr
Speaker: United Way/drug ab
Speaker: V. Castillo
Speaker: Velma Guidry
Speaker: WB Parenting Cen
Speaker: WJ Hospital
Speaker: Wagner/Robicheaux
Speaker: ventriloquist

Attachment G

A/V Use

Titles

Film: 48 hours
Film: Alcohol/Accepted Drug
Film: All Star Cartoon
Film: Building Self-esteem
Film: Crisis Hits Family
Film: Dad's an alcoholic
Film: Desperate Exit 1/2
Film: Desperate Lives
Film: Dope is for Dopes
Film: Downfall Spts.& Drugs
Film: Dr. Cooper's Friends
Film: Drug Avengers
Film: Drug Awareness
Film: Drug Knot
Film: Drug Wise
Film: Drug/Ice
Film: Drugs in Mainstream
Film: Drunk and Deadly
Film: Emotions
Film: Everyone knows
Film: Exploring Feelings
Film: Fast Forward, Future
Film: Good & Bad Drugs
Film: Health Respons.
Film: How Do You Tell
Film: How to be drug free
Film: I am afraid
Film: I am special
Film: I'm Feeling Alone
Film: I'm Mad at You
Film: Just Say No Skits
Film: Kids like us
Film: Kids on the Block
Film: Kiwanis/Boy Scouts
Film: LA Lakers
Film: Lean on me
Film: Let's talk about drug
Film: Med.vs. Drugs
Film: More Special than me
Film: My Body Belongs to me
Film: Norbert Ril's Garden
Film: Play It Smart
Film: Relationships
Film: Rules for Gorillas
Film: Sarah T.
Film: Say No To Drugs
Film: Self Awareness
Film: Self-Esteem
Film: Sportsmanship
Film: Squeege learns drgs
Film: Straight Up
Film: Straight at You

Titles

Film: Strong Kids/Safe Kids
Film: Teenage Alcoholic
Film: Teenage Pregnancy
Film: The Best You Possible
Film: The Turn Around
Film: Troubled Teens
Film: Where is Shelly?
Filmstrip: Alcohol
Filmstrip: Drug Trap
Filmstrip: Marijuana
Filmstrip: Slim Goodbody
Filmstrip: Tobacco
Filmstrip: Focus on Self
Video: Drinking & Driving
Video: Drug Free rally
Video: Just Say No
Video: My Name is Bill W
Video: Alcohol Abuse
Video: BR rally
Video: Being Responsible
Video: Cat who drank
Video: Compassionate Friend
Video: Don't say yes
Video: Firing line
Video: Flintstones say no
Video: Following adults
Video: Game of Life
Video: Hopscotch Review
Video: Just a little tipsy
Video: Kid Safe
Video: Lincoln Career
Video: McGruff
Video: My Father's Son
Video: Perfect Person
Video: Play it safe
Video: Power Teen
Video: Promises
Video: Rillieux 2nd Grade
Video: Rillieux 4th Grade
Video: SGenl's smoking mess
Video: Seeing is believing
Video: Soft is the Heart
Video: Sons/daughters & drg
Video: Tillie the Hippo
Video: Twice Pardoned
Video: Under the Influence
Video: Waggaman
Video: Warning signs-alcoh
Video: Warning signs-drugs
Video: Why say no to drugs
Video: students/RAP

Summary
Participation Survey Data
DFSCA Evaluation

Summary of Participation Data Survey

Purpose: To collect descriptive data regarding the individuals who implement, participate in, and monitor the DFSCA activities at the school level.

Objectives:

1. To survey the individuals involved in the school level activities and programs.
2. To analyze and present these data.
3. To link participation data with mid-year summary.

Survey Distribution

833 surveys were distributed.
657 surveys were returned and used in analysis.
79% return ratio

Schools were grouped as follows:

1. Elementary (K-6)
2. Middle/junior high
3. Grades 6-12
4. Grades K-12
5. High school
6. Special school

A written survey format may negatively impact the overall participation level of elementary students and may reduce the student participation level at some special school sites.

Analysis of Data

A. Descriptive Data - Respondents
   Respondent categories are as follows:
   1. Administrator
   2. Ancillary personnel
   3. Clerical
   4. Other
   5. Paraprofessional
   6. Parent
   7. Student
   8. Teacher

# of respondents	% of total	Category
48	8%	Administrator
8	1%	Ancillary
2	.1%	Clerical
25	4%	Other
16	3%	Paraprofessional
3	.1%	Parent
96	15%	Student
440	68.5%	Teacher
638	100%	Total

Because of the small sample size in some categories, adjustments were made to the category subsets. A modified category set is as follows: teachers, students, and adults.

B. Descriptive Data - Ethnicity of respondents by organizational level

	# of respondents by organizational levels						
Ethnicity	E	M/J	K-12	6-12	H	Sp	Total
Asian	0	2	0	0	4	0	6
Black	52	33	0	2	24	6	117
Hispanic	3	5	0	0	4	2	14
Indian	1	2	1	0	0	0	4
White	249	85	7	15	44	7	407

C. Descriptive Data - Ethnicity of responding students

# of stud.	% of total	Ethnicity
5	5%	Asian
25	26%	Black
4	4%	Hispanic
2	2%	Indian
51	54%	White
9	9%	Not coded
96	100%	Total

D. Descriptive data - Sex of respondents by organizational level.

# of respondents	F	M	Organizational Level
345	330	15	Elementary
154	125	29	Middle/junior
88	67	21	High
10	5	5	K-12
24	19	5	Special
17	14	3	6-12
638	560	78	Total

E. Descriptive data - Ethnicity and sex for respondents by organizational level

Sex	Ethnicity	E	M/J	K-12	6-12	H	Sp
F	Asian	0	2	0	0	4	0
F	Black	51	30	0	2	18	4
F	Hispanic	3	3	0	0	3	2
F	Indian	1	2	0	0	0	0
F	White	235	65	3	12	31	5
M	Asian	0	0	0	0	0	0
M	Black	1	3	0	0	6	2
M	Hispanic	0	2	0	0	1	0
M	Indian	0	0	1	0	0	0
M	White	14	24	4	3	14	3

Only 554 respondents coded all three items.

F. Descriptive data - Years of active involvement in program

# of respondents	% of total	Years of Involvement
212	33%	1
162	25%	2
89	14%	3
131	21%	3+
45	7%	Not coded
639	100%	Total

See chart: Years of involvement by categories.

G. Descriptive data - Years of active involvement in program compared with sex

# of respondents	F	M	Years of involvement
211	189	22	1
160	138	22	2
89	81	8	3
129	107	22	3+
589	515	74	Total

H. Descriptive data - Comparison of Project Charlie staff with years of active involvement

# of respondents	%	Years of active involvement
74	38%	1
53	27%	2
31	16%	3
24	12%	3+
11	7%	Not coded
193	100%	Total

I. Descriptive data - participation level of respondents

# of respondents	Activity
447	SAPE team
73	Support group-aftercare
153	Support group-awareness
141	Support group-concerned persons
102	Reach team
93	JSAT
12	SADD
9	Just say no club
33	Not coded

J. Descriptive data - Distribution of respondents by category across activities

See chart: Respondents/activities by category

K. Descriptive data - Level of participation compared with years of experience in program

Activity	1	2	3	3+	Not Coded	Total
SAPE team	21	14	21	41	3	100
DFSCA chr	4	0	4	13	0	21
Suppt.Gr	60	58	29	46	2	195
REACH	28	19	8	22	2	79
JSAT	6	5	5	14	1	31
SADD	1	1	1	3	0	6
None	52	49	25	32	23	181

L. Descriptive data - Year respondents received initial training

Years	86	87	88	89	Other	Not Coded
Total	58	68	154	145	111	103

Other refers to those training and inservice activities sponsored by district prior to DFSCA program.

M. Descriptive data - Year of training compared with organizational level

Level	86	87	88	89	Other	Not Coded
Elementary	31	38	92	95	37	52
Middle/jr	19	16	37	30	36	16
K-12	0	0	3	3	1	3
6-12	0	1	7	3	5	1
High	7	9	12	13	24	24
Special	1	4	3	1	8	7

Charts

YEARS OF INVOLVEMENT BY CATEGORIES

Adults	% of total	Years of Involvement	% of total	Student	Years of Involvement	Teacher	% of total
21	20%	1	36%	35	1	156	35%
23	22%	2	43%	41	2	98	23%
15	15%	3	9%	9	3	65	15%
37	36%	3+	4%	4	3+	90	20%
7	7%	Not coded	7%	7	Not coded	31	7%
103	100%	Total	100%	96	Total	440	100%

RESPONDENTS/ACTIVITIES BY CATEGORIES

Activity	Teacher	Adult	Student
JSAT	62	17	7
Just Say No Club	7	1	0
REACH Team	20	6	72
SADD	7	1	4
SAPE Team	339	80	17
Support group-Aftercare	55	13	3
Support group-Awareness	111	21	13
Support group-Concerned Perso	105	23	10

	Student		Teacher		Administrator	
	Female	Male	Female	Male	Female	Male
SAPE Team	13	4	310	27	59	18
Support group-Aftercare	2	1	51	4	9	4
Support group-Awareness	7	6	100	9	16	4
Support group-Concerned Persons	7	3	96	8	15	7
Reach Team	55	17	16	3	3	3
JSAT	4	3	59	3	11	6
SADD	0	4	7	0	0	1
Just Say No Club	0	0	7	0	1	0

Drugfree Schools Program

Leadership positions Response	YEARS OF EXPERIENCE 1	3	3+	2	NR
DFSCA chair	2	1	1	0	0
JSAT chair	4	2	1	3	1
No Response	57	14	28	28	17
*None of above	52	24	31	49	22
REACH team Facilitator	26	5	7	17	1
SADD	1	1	1	0	0
SAPE Team Chair	14	13	19	9	3
Support Group Trainer/Ldr	53	23	19	52	2

*Teachers responding "None of the above"

Years	Total
1	36
2	18
3	8
3+	15
NR	11

DFSCA
Participation Data Form

Mark as many letters as appropriate in each question below

	A	B	C	D	E	F	G	H
1. Which school are you associated with? [Use the codes on the back of this sheet]								
2. I am a [A] student [B] teacher [C] administrator [D] parent [E] clerical staff [F] ancilliry staff [G] paraprofessional [H] other								
3. Ethnicity [A] Alaskan Native/American Indian [B] Asian [C] Black [D] Hispanic [E] White								
4. Sex: [A] Female [B] Male								
5. I participate in [A] SAPE' team [B] Support group - after care [C] Support group - awareness [D] Support group - concerned person [E] REACH team [F] JSAT [G] SADD [H] Just Say No club								
6. I ae [A] SAPE' team chair [B] DFSCA chair [C] Support group trainer/leader [D] REACH team facilitator [E] JSAT chair [F] SADD coordinator [G] None of the above								
7. My school participates in Project Charlie [A] Yes [B] No								
8. School organizational level: [A] K [B] K + elementary grades [C] elementary grades [D] Middle/Junior High [E] High [F] special school								
9. In addition to the one hour state inservice, I have had the following training: [A] PIPS drug awareness training [B] support group training (elementary or secondary) [C] DFSCA training [D] parish inservice for DFSCA chairs [E] REACH training (student) [F] REACH training sponsor) [G] other training [Please place your answers in this row]								
10. In which year did you receive your initial training? [A] 1989 [B] 1988 [C] 1987 [D] 1986 [E] other								
11. How many years have you been actively involved in the program(s)? [A] 1 year [B] 2 years [C] 3 years [D] More then 3 years								

DO NOT WRITE IN THIS AREA

SCANTRON FORM NO. F-236

School Site	Code
Adams	A
Airline	B
Alexander	AB
Ames	C
Audubon	AC
Barbre	BC
Birney	ABC
Bissonet	D
Bonnabel	AD
Boudreaux	BD
Boulevard	ABD
Bridge City	CD
Bridgedale	ACD
Bunche	BCD
Butler	ABCD
Chateau	E
Cherbonnier	AE
Clancy	BE
Cox, George	ABE
Cox, Helen	CE
Deckbar	ACE
Dolhonde	BCE
Douglass	ABCE
East Jeff	DE
Ehret	ADE
Ellender	BDE
Ellis	ABDE
Elm Grove	CDE
Estelle	ACDE
Fisher	BCDE
Ford	ABCDE
Grand Isle	F
Green Park	AF
Greenlawn	BF
Gretna #2	ABF
Gretna Jr	CF
Harahan	ACF
Harris	BCF
Hart	ABCF
Harvey	DF
Haynes	ADF
Hazel Park	BDF
Hearst	ABDF
Higgins	CDF
Homedale	ACDF
Janet	BCDF
Jefferson	ABCDF
Johnson	EF
Keller	AEF
King	BEF
Lafitte	ABEF
Lincoln CC	CEF
Lincoln Elem	ACEF
Livaudais	BCEF
Live Oak	ABCEF
Marrero	DEF
Martyn	ADEF
Matas	BDEF
McDonogh 26	ABDEF
Meisler	CDEF
Metairie	ACDEF
Middleton	BCDEF
Pitre	ABCDEF
Pittman	G
Rillieux	AG
Rivarde	BG
Riverdale	ABG
Riviere	CG
Roosevelt	ACG
Rummel	BCG
Ruppel	ABCG
Schneckenburger	DG
Solis	ADG
Strehle	BDG
Terrytown	ABDG
Truman	CDG
Waggaman	ACDG
Wall	BCDG
Washington	ABCDG
West Jeff	EG
Westgate	AEG
Westwego	BEG
Woodland	ABEG
Woodmere	CEG
Woods	ACEG
Worley	BCEG

Summary
Camp Abbey Data
(Peer Facilitator Retreat)
DFSCA Evaluation

Analysis of Data
Camp Abbey Surveys
DFSCA

Purpose: To assess the effectiveness of the Camp Abbey REACH team retreat.

Objectives:

1. To gather descriptive data regarding participants.
2. To evaluate the sessions.
3. To analyze free response data.

Participants:

N = 142 students

Student Groups: Group 1 First time participants = 101
Group 2 Secnd time participants = 41

Analysis of Data

I. Descriptive Data

A. Grade Range for Participants

Grade	# of participants	%
6	3	2%
7	6	4%
8	35	25%
9	37	26%
10	15	11%
11	43	30%
Other	1	1%
Not Coded	1	1%
Total	141	100%

-See Table A - Grade range by groups

B. Age Distribution of Participants

Age	# of participants	%
-12	2	2%
12	5	3%
13	22	16%
14	29	21%
15	25	18%
16	44	30%
17	9	6%
18	4	2.5%
18+	1	.5%
Total	141	100%

-See Table B - Age distribution by groups

C. Ethnicity of Participants

Ethnicity	# of participants	%
Asian	8	5%
Black	37	26%
Hispanic	4	2.5%
Indian	1	.5%
White	91	66%
Total	141	100%

-See Table C - Ethnicity distribution by groups

D. Sex of Participants

Sex	# of participants	%
Female	105	75%
Male	35	24.5%
Not Coded	1	.5%
Total	141	100%

-See Table D - Sex distribution by groups

II. Sessions Data

Question: To what degree to you gain new, useful information in the areas indicated?

Response totals for Group 1

Session Title	Great deal	Some	Very little	NR
Alcohol	85	12	2	1
Cocaine	53	37	9	1
Marijuana	76	17	5	2
Steroids	31	50	18	1
Stimulants	70	22	7	1
Tobacco	32	57	10	1

Response totals for Group 2

Session Title	Great deal	Some	Very little	NR
Child Abuse	33	7	1	0
Communication	16	23	1	1
Date Abuse	27	12	2	0
Dealing w/parent	21	17	3	0
Depression/Suicide	19	13	9	0
Eating Disorders	12	21	8	0
Peer Pressure	29	10	2	0
Satanism/Occult	13	16	12	0
Steroids	15	14	12	0
Teen Pregnancy	30	9	2	0

III. Free Response Survey Items

A. Group 1 - First Time Participants
Surveys completed: 100

Question 1: What did you find most interesting?

Answers:		
	-Small groups/sense of togetherness/ friendliness of groups	21
	-John Hewitt's talk(s)	16
	-Drug problem information	8
	-Speakers/talks	8
	-Games	7
	-All	5
	-Marijuana	5
	-Songfest	4
	-Humorous approach to serious topics	3
	-Meeting new friends	3
	-Dangers of drugs and alcohol	2
	-Studying different drugs	2
	-DWI and related stories	2
	-Talk about drugs and peer pressure	2
	-Talk by Philip	2
	-Tobacco	1
	-Steriods	1
	-Stimulants	1
	-Group discussions	1
	-Heroin	1
	-Learning about different types of people	1
	-Inhalants	1
	-How to help a friend say no	1
	-Ways of helping younger people	1
	-Boundary breaking	1
	-Way weekend was organized	1
	-PCP	1
	-Giving circle	1

Question 2: Which area would you like to know more about?

Answers:		
	-General information re: drugs and how to help friends/young people	16
	-Cocaine	12
	-Steriods	8
	-Alcohol/DWI	8
	-Tobacco	7
	-Drugs/Alcohol	6
	-Suicide	6
	-PCP/LSD/Acid	5
	-Skits for elementary students	3
	-Stimulants	3
	-Depressants	3

-Inhalants	3
-Marijuana	2
-Family problems/teen pregnancy	2
-Effects of drugs	2
-Peer pressure	2
-Child abuse	1
-Heroin	1
-Sex	1
-Friends	1
-Designer drugs	1
-Gun safety	1
-Punishment of users	1

Question 3: Of all the experiences of the REACH team retreat, which one impressed you most?

Answers:		
	-Togetherness of group(s)	34
	-Olympics/games	10
	-Candlelight ceremony	9
	-Wonder Circle	6
	-All	5
	-Dance	3
	-Closing in the chapel	3
	-People	3
	-Open/non-judgmental atmosphere	3
	-Small groups	2
	-John Hewitt	2
	-Serenity of location	2
	-Creativity of participants	2
	-Songfest	2
	-Discussions	1
	-Backscratching	1
	-Peer counselors	1
	-Skits	1
	-Intensity of weekend	1

B. Group 2 - Second Time Participants
Surveys completed: 41

Question 1: What did you find most interesting?

Answers:		
	-Satanism and the Occult	9
	-Child abuse	6
	-Teen pregnancy	6
	-Peer pressure	5
	-Dealing with parents	3
	-Date rape and abuse	3
	-All	3
	-Talks	2
	-Steroids	1
	-Eating disorders	1
	-Teen depressions/suicide	1
	-Abortion	1
	-Communications	1

Question 2: Which area would you like to know more about?

Answers:		
	-Satanism and the occult	10
	-Teen depression/suicide	6
	-Date abuse	6
	-Child abuse	5
	-Dealing with parents	3
	-Eating disorders	2
	-Steroids	2
	-Teen pregnancy	2
	-Communications	2
	-Drugs	1
	-Peer pressure	1
	-All	1

Question 3: Of all the experiences of the REACH team retreat, which one impressed you most?

Answers:		
	-Overall retreat/togetherness	10
	-Wonder circle	4
	-Chapel service	4
	-Small groups/stories	3
	-Child abuse	3
	-Slide show Saturday night	2
	-Amount of information acquired	1
	-Peer pressure	1
	-Dealing with parents	1
	-Meeting old friends	1
	-John Hewitt	1
	-Teen pregnancy	1
	-Boundary breaking	1
	-Songfest	1
	-Olympics	1
	-Staff members	1
	-Self-reflection time	1
	-All	1

Note: The free response portion of the survey gave the respondents an opportunity to share ideas and feelings regarding the Camp Abbey experience. Most respondents completed this section by writing several sentences. In order to group the concepts and/or concerns expressed in these sentences into usable data, a factor analysis was used. This procedures allows for a grouping of main ideas or concepts into larger thematic categories. These thematic category statements are listed in section III. With the exception of the statement "open/non-judgmental atmosphere", all thematic phrases reflect the exact wording of the respondents.

IV. Observations

A. Free Response Survey Items

Most of the free responses contained a multiplicity of ideas and feelings. The thematic factor analysis referenced earlier focused on the dominant theme. An secondary analysis of written free response statements reveals the following common threads of interest:

1. an interest in additional information re: date rape and date abuse;
2. an interest in ways one can help a friend who has a problem and is aware of the problem, but will not do anything to fix the problem;
3. an interest in additional information/suggestions for teaching younger students the substance abuse information they will need; and
4. an interest in the topic "Depression and Suicide". Note: Students in group 1 did not attend any sessions on this topic and expressed an interest in this information.

B. Session Evaluation

An analysis* of the session evaluations indicate the following:

1. Most respondents, Group 1, indicated that they learned "some" or "very little" new information in the session, "Tobacco" (67/68%).
   The respondents, Group 2, indicated that they learned "some" or "very little" new information in the session, "Eating Disorders" (29/70%).

2. The sessions with the highest ratings in terms of new information, i.e., highest frequency count in the "great deal" category were:

Group 1	Group 2
Alcohol (85/84%)	Teen Pregnancy (30/72%)
Marijuana (76/75%)	Child Abuse (33/80%)
Stimulants (70/70%)	Peer Pressure (29/70%)
	Date Abuse (27/66%)

3. The ratio of F/M respondents for the survey was:
   F = 105 (75%) M = 35 (24.5%)

   This ratio showed little variance when the respondents' answers were analyzed according to sessions, i.e., an analysis of responses in the category, Teen Pregnancy, reflected the same 3:1 split evident in the total F/M ratio.

4. The sessions with even distribution of responses by categories were:

Group 1	Group 2
Steroids	Satanism/Occult
	Steroids

*The distribution of respondents by sex by group must be considered when interpreting these data.

Group 1 F:M = 75:24 Group 2 F:M = 30:11

Drugfree Schools Program

Camp Abbey Retreat

	Group 1		Group 2
		Age	
Table A	2	-12	0
	5	12	0
	17	13	5
	24	14	5
	19	15	6
	27	16	17
	3	17	6
	3	18	1
	0	18+	1
		Grade	
Table B	11	10	4
	24	11	19
	3	6	0
	5	7	1
	25	8	10
	31	9	6
	1	Other	1
		Ethnicity	
Table C	6	Asian	2
	27	Black	10
	3	Hispanic	1
	64	White	27
	0	Indian	1
		Sex	
Table D	75	Female	30
	24	Male	11
	1	NR	0

CAMP ABBEY

DFSCA
Peer Facilitator REACH Retreat

Group 1

For questions 6 through 11 below indicate the degree to which you have gained knowledge. Also answer the questions on the back of this sheet.

• ERASE COMPLETELY TO CHANGE

	A	B	C	D	E	F	G	H	I
1. My age is [A] Under 12 [B] 12 [C] 13 [D] 14 [E] 15 [F] 16 [G] 17 [H] 18 [I] over 18									
2. I am in grade [A] 6 [B] 7 [C] 8 [D] 9 [E] 10 [F] 11 [G] other									
3. Ethnicity [A] Alaskan Native/American Indian [B] Asian [C] Black [D] Hispanic [E] White									
4. Sex: [A] Female [B] Male									
5. I go to school on [A] the Eastbank [B] the Westbank									
6. ALCOHOL [A] very little [B] some [C] a great deal									
7. TOBACCO [A] very little [B] some [C] a great deal									
8. MARIJUANA [A] very little [B] some [C] a great deal									
9. COCAINE [A] very little [B] some [C] a great deal									
10. STERIODS [A] very little [B] some [C] a great deal									
11. STIMULANTS, DEPRESSANTS, and others [A] very little [B] some [C] a great deal									

DO NOT WRITE IN THIS AREA

SCANTRON

1. What did you find most interesting?

2. Which area would you like to know more about?

3. Of all the experiences of the REACH team retreat, which one impressed you most?

CAMP ABBEY

DFSCA

Peer Facilitator REACH Retreat

Group 2

• USE NO 2 PENCIL ONLY

• EXAMPLE

• ERASE COMPLETELY TO CHANGE

or questions 6 through 15 below indicate
h. degree to which you have gained new,
seful information in the areas
ndicated. Also answer the
uestions on the back of
his sheet.

	A	B	C	D	E	F	G	H	I
. My age is [A] Under 12 [B] 12 [C] 13 [D] 14 [E] 15 F] 16 [G] 17 [H] 18 [I] over 18									
. I am in grade [A] 6 [B] 7 [C] 8 [D] 9 [E] 10 [F] 11 3] other									
. Ethnicity [A] Alaskan Native/American Indian B] Asian [C] Black [D] Hispanic [E] White									
. Sex: [A] Female [B] Male									
. I go to school on [A] the Eastbank [B] the Westbank									
. Communication skills for group dynamics A] very little [B] some [C] a great deal									
. eenage Depression and Suicide A] very little [B] some [C] a great deal									
. Steriods A] very little [B] some [C] a great deal									
. Child Abuse A] very little [B] some [C] a great deal									
8. Satanism and the Occult A] very little [B] some [C] a great deal									
1. Date abuse A] very little [B] some [C] a great deal									
2. Teenage Pregnancy A] very little [B] some [C] a great deal									
3. Peer Pressure A] very little [B] some [C] a great deal									
4. Eating Disorders A] very little [B] some [C] a great deal									
5. Dealing with Parents A] very little [B] some [C] a great deal									

DO NOT WRITE IN THIS AREA

SCANTRON

. What did you find most interesting?

. Which area would you like to know more about?

. Of all the experiences of the REACH team retreat, which one impressed you most?

Analysis of Family Awareness Night Surveys
DFSCA Evaluation

Analysis of Data
Family Awareness Night Surveys

Purpose: To assess the effectiveness of the family awareness night programs.

Objectives:
1. To collect descriptive data regarding the participants.
2. To collect data regarding the participation levels for each session.
3. To assess the effectiveness of each session in terms of those attending the sessions.

Population: n = 730 adults

Instrument: A scanable survey sheet was distributed to all participants. The survey consisted of 4 items designed to yield descriptive data and 10 items designed to gather information regarding participants assessment of individual sessions/ presentations.

Results:

A. Question 1: How did you find out about the family awareness night program?

n = 630

144	(23%)	from child
374	(60%)	from school flyer
26	(4%)	from TV/radio
61	(10%)	from another parent
25	(4%)	incorrect response code

B. Question 2: Did you attend a previous family awareness night program?

n = 550

102	(19%)	yes, returning
448	(81%)	no, new

C. Question 3: Does your child's school have a drug free program?

n = 592	269 (45%)	yes
	93 (16%)	no
	230 (39%)	don't know

D. Question 4: Are you a parent, a friend/neighbor, or an interested party?

n = 682	604 (88%)	parent
	46 (7%)	friend
	32 (5%)	interested party

Questions 5 - 15 address the effectiveness of the sessions. Attachment A shows data responses for these items.

Observations:

1. The data indicate that written notification of the parent awareness night programs is an effective way of reaching parents.

2. The number of new participants supports a program that assumes little previous knowledge on the part of the parents and others in attendance.

3. The number of respondents coding "don't know" to the item re: drug programs in their child's school indicates a need for additional public relations efforts.

4. The high percentage of participants who were parents contributes to the common element among those in attendance and should be considered when choosing session topics.

5. A review of the session responses shows the following:
   a. The topic: Coping with Loss may need to be deleted from the schedule. The number of people in attendance was low and, correspondingly, the rating were relatively low.
   b. The topic: Teen Suicide had low attendance numbers however, 81% of the participants rated the program as effective. The same is true of the session: Sex, Drugs, and Rock and Roll. 88% of the 137 respondents rated this session Good to Excellent. These sessions may meet the needs of a special population.

c. The sessions: Family Health/Wellness, From Healthy Family to Healthy Adult, and How to Know if Your Child is on Drugs had relatively low ratings. This may be a result of the presentor's style and/or session content or may reflect the perceptions of some participants who attended these sessions because others were filled.

d. The most popular topic in terms of degree of effectiveness was "Developing Positive Self-Esteem".

e. The topics: Effective Discipline and Toughlove had a high level of attendance. However, the ratings for Effective Discipline indicate a marginal degree of effectiveness for 41% of the participants and 66% of the participants rated "Toughlove" fair to good.

f. It is important to remember that the ratings reflect the perceptions of the participants in terms of effectiveness. These ratings do not indicate initial level of interest in the session topics.

Addendum:

Follow-up telephone interviews with non-public school parents reflect perceptions consistent with the survey data. While the number of follow-up interviews is statistically small and does not influence the interpretation of data, two comments occurred repeatedly within the context of the interviews. They were:

1. Parents wanted more Self-Esteem sessions. Some were unable to attend this session even though it was their first choice. The participants requested additional sessions but did not recommend larger groups. They felt the smaller groups helped them interact more comfortably.

2. The participants suggested that more than one non-public awareness night be scheduled. If there were conflicts with their schedules, then the parents or friends would not have an alternative date.

Recommendations for further study:

1. A review of the content, the presentor's style, and the presentation mode for the sessions cited in 5c should be made.
2. It is recommended that additional sessions on the topic of self-esteem be scheduled at each of the family awareness nights.
3. Consideration should be given to scheduling more than one non-public awareness night on each bank of the river or that the non-public parents be advised of alternative meetings should they wish to attend.
4. The two topics with low attendance but good ratings should be continued.

ATTACHMENT A

Family Awareness Night Report - Effectiveness of Sessions as Re

n = 730

Topics*	Total # Responding	Poor
Effective Discipline	409 (56%)	71 (17%)
Developing Positive Self-Estm	371 (51%)	36 (10%)
Toughlove	367 (51%)	33 (9%)
Peer Pressure	249 (34%)	12 (5%)
From Healthy Fam. to Adult	232 (32%)	23 (10%)
How to Know if Child on Drgs.	208 (28%)	16 (8%)
Family Health/Wellness	174 (24%)	20 (11%)
Sex, Drugs, and R/Roll	137 (19%)	3 (2%)
Teen Suicide	103 (14%)	2 (2%)
Coping With Loss	58 (8%)	8 (14%)

*Topics listed in order of overall attendance ratio (# of partic

ported by Participants

Response Choices		
Fair	Good	Excellent
95 (24%)	106 (26%)	137 (33%)
71 (19%)	59 (16%)	205 (55%)
68 (19%)	175 (47%)	91 (25%)
53 (22%)	143 (57%)	41 (16%)
82 (35%)	85 (37%)	42 (18%)
53 (25%)	112 (54%)	27 (13%)
36 (21%)	101 (58%)	17 (10%)
13 (10%)	54 (39%)	67 (49%)
18 (17%)	47 (46%)	36 (35%)
22 (38%)	18 (31%)	10 (17%)

ipants compared with # eligible to attend sessions/respondents).

DRUG FREE SCHOOLS & COMMUNITIES ACT

CLUSTER FAMILY AWARENESS PROGRAM

USE NO. 2 PENCIL ONLY
• EXAMPLE
• ERASE *COMPLETELY* TO CHANGE

PLEASE: Answer Questions 1, 2, 3, & 4

In questions 5 through 15, rate the effectiveness of those sessions which you actually attended.

	A	B	C	D	E
1. How did you hear about the Family Awareness Program? [A] Your Child [B] School Flier/Newsletter [C] TV or Radio [D] Another Parent [E] Newspaper					
2. Did you attend the Drug Free Schools & Communities Act Cluster Family Awareness Program during last school year? [A] Yes [B] No					
3. Does your child's school have a substance abuse prevention program? [A] Yes [B] No [C] I do not know					
4. Are you a: [A] Parent/Guardian of a child in school [B] attending with a friend or neighbor [C] Interested party					
5. Effective Disciplining Techniques/Elementary Children [A] Poor [B] Fair] [C] Good [D] Excellent [E] Did not Attend					
6. Peer Pressure [A] Poor [B] Fair] [C] Good [D] Excellent [E] Did not Attend					
7. From Healthy Families to Healthy Adults [A] Poor [B] Fair] [C] Good [D] Excellent [E] Did not Attend					
8. Family Health & Wellness: Turn Off the TV and Play [A] Poor [B] Fair] [C] Good [D] Excellent [E] Did not Attend					
9. How to Know if Your Child is on Drugs/Signs and Symptoms of Drug Abuse [A] Poor [B] Fair [C] Good [D] Excellent [E] Did not Attend					
10. Developing Positive Self-Esteem [A] Poor [B] Fair [C] Good [D] Excellent [E] Did not Attend					
11. Toughlove-Disciplining the Adolescent [A] Poor [B] Fair [C] Good [D] Excellent [E] Did not Attend					
12. Sex, Drugs, and Rock-n-Roll [A] Poor [B] Fair [C] Good [D] Excellent [E] Did not Attend					
13. Teen Suicide and Depression [A] Poor [B] Fair [C] Good [D] Excellent [E] Did not Attend					
14. Coping with Loss (Grief Issues) [A] Poor [B] Fair [C] Good [D] Excellent [E] Did not Attend					
15. Social Problems of Addiction [A] Poor [B] Fair [C] Good [D] Excellent [E] Did not Attend					

DO NOT WRITE IN THIS AREA

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(TELEPHONE)
QUESTIONNAIRE

NAME'_____TELEPHONE #_____

SCHOOL_____

Questions:

1. Are you a parent of a Public or Non/Public Student? Yes___ No___

   If not, a relative or interested person? _____

2. Why did you decide to attend FAN?_____

   _____

3. How did you feel about the organization of the meeting?

   a) Was site convenient? Yes___ No___

      Comments:_____

   b) Was parking available? Yes___ No___

      Comments:_____

   c) Were rooms adequate in size? Yes___ No___

      Comments:_____

   d) Was overall meeting too crowded? Yes___ No___

      Comments:_____

4. Were the sessions what you expected them to be? Yes___ No___
   Were the topics discussed what you wanted to hear? Yes___ No___
   If not, what would you like added to meet with your expectations?

   _____

   _____

5. Is there anything you would like added to the awareness night? Yes__ No___

   a) More facts/literature re: drugs or alcohol?

      Comments:_____

   b) Additional information re: self-esteem and the relationship between parent and child.

      Comments:_____

c) More groups Yes___No___ Smaller groups Yes___ No___

Comments:_____

d) More question and answer or discussion time? Yes___ No___

Comments:_____

e) Additional information re: places that provide services to assist students and parents with problems. Yes___ No___

Comments:_____

_____

6. Do you ever watch Channel 15 on T.V.? Yes___ No___

a) Would you watch a show or a set of shows re: drugs, etc. if they were run on Channel 15? Yes___ No___

b) Do you feel that there is any other way that the district should make parents aware of the DFSCA program, i.e. would you like a newsletter from us (DFSCA) or more information sent to the local school so that the information could be included in the school's newsletter?

Comments:_____

_____

_____

7. Are there any areas of special interest or other topics that you would like included next year? Yes___ No___

Comments:_____

_____

_____

Are there any topics that you feel have been overworked that should be dropped so time could be spent on other issues? Yes___ No___

Comments:_____

_____

_____

8. Do you feel you are knowledgeable about the DFSCA program? Yes___ No___
Do you have any recommendations for change or ideas to better the program?

Comments:_____

_____

_____

_____

Suspensions
Drug and/or Alcohol Abuse
DFSCA Evaluation

Drugfree Schools Pro
1989-1990
Total Suspensions
As of: May 8, 1990

School	Suspensions
Adams	8
Bonnabel	26
Cox, Helen	5
Deckbar	1
East Jeff	6
Ehret	9
Elm Grove	1
Fisher	2
Ford	10
Gretna Jr	2
Harris	2
Haynes	4
Higgins	3
Johnson	1
King	5
Livaudais	2
Marrero	13
Martyn	11
Meisler	3
Riverdale	7
Roosevelt	1
Truman	2
Waggaman	3
West Jeff	3
Total	130

Sex	Suspensions
Female	24
Male	106

Reason	
Alcohol	53
Drugs	26
Marijuana	48
Other	3

School Type	
Elementary	5
High	70
Middle/Junior	54
Other	1

gram

	Month Suspended	Suspensions	
18.3 %			
80.9 %	August	2	1.5 %
	September	13	9.9 %
	October	23	17.6 %
	November	15	11.5 %
	December	21	16.0 %
	January	21	16.0 %
40.5 %	February	5	3.8 %
19.8 %	March	13	9.9 %
36.6 %	April	15	11.5 %
2.3 %	May	2	1.5 %

	Race		
	Amer Indian	1	0.8 %
3.8 %	Asian	2	1.5 %
53.4 %	Black	54	41.2 %
41.2 %	Hispanic	4	3.1 %
0.8 %	White	69	52.7 %

Structure for Suspension Data File

STRUCT	Field Name	Field Type
1	School	A15*
2	Student Number	N*
3	Offense [1/2]	S*
4	Last Name	A15
5	First Name	A15
6	DOB	D
7	Ethnic	S
8	Sex	S
9	Grade	A2
10	Special Ed [Y/N]	A1
11	Native Language	A15
12	Address	A25
13	City	A12
14	Zip	N
15	Home Phone	A8
16	Suspension Date	D
17	Readmitt Conference Date	D
18	Rivarde [Y/N]	A1
19	Reason	A38
20	Parent Last Name	A15
21	Parent First Name	A15
22	ROY [Y/N]	A1
23	DF attending ReAdmit Conf	A2
24	Month	A4
25	Catagory	N